



IREDU is composed of

- ▶ 13 tenured professors,
- ▶ 14 associated researchers,
- ▶ 2 research engineers,
- ▶ 3 professors emeritus,
- ▶ 1 CNRS Director of Research emeritus,
- ▶ 20 doctoral students.

**Director of IREDU** : Jean-François Giret (Full Professor)

**Co-Director** : Sophie Morlaix (Full Professor)

Since its creation in 1972, IREDU (Institute of Research in Education) has focused on questions related to efficacy and equity in the domain of education. An associated regional center of Céreq since the late 1970's, the team is equally focused on questions regarding transition into the labor market and the relationship between training and employment. The Institute's methodologies, which are often in line with those used in economics and the sociology of education, specialize in quantitative research methods in education, which makes the institute unique, while recently developing more qualitative methods as well.

The **scientific project** of IREDU is structured around **two primary themes and six sub themes** :

- 1. The social and academic conditions of success at school and at university**
  - ▶ **1.1** Knowledge, competence and success of students
  - ▶ **1.2.** Role of socioeconomic and educational resources in inequalities of success
  - ▶ **1.3.** Public educational policy, modes of regulating inequalities, and actors
- 2. Choice of academic pathways and transition into the labor market and the link between training and employment**
  - ▶ **2.1** Choice and differentiation of academic pathways
  - ▶ **2.2.** The transition from school to work and the relationship between training and employment
  - ▶ **2.3.** Conditions of the access to and practice of professions

For the past several years, IREDU has also developed a focus on the development and importance of “soft skills” (non-academic skills) in academic and professional careers, which traverses its other primary themes. In particular, the institute studies their effects on students’ success in elementary school and their chosen pathway at the end of middle school, on success in higher education, and on entrance into the labor market.

The institute is attached scientifically to the HCERES section of the science of education and administratively to ESPE of the University of Burgundy. It is also an associated regional center of Céreq and is developing, with Céreq and its network, projects on the relationship between training and employment at regional, national, and international levels. Fifteen research projects are being conducted in partnership with numerous actors within the educational system (CNESCO, DASEN 21, DGESCO, DEPP, DGESIP, OVE, Rectorat de Dijon, etc.) as well as with local collectives and associations.

### [The scientific works of IREDU 2010-2015 \(assessment for the 2017 HCERES report\)](#)

- ▶ Publication of 16 books
- ▶ 76 contributions to edited books
- ▶ 140 articles published in peer reviewed journals
- ▶ Supervision of 26 PhD Thesis
- ▶ Diffusion of 40 documents intended for the general public
- ▶ 220 symposium presentations of which 43 were with proceedings

The scientific works of IREDU are compiled in a Hal-shs collection : <https://halshs.archives-ouvertes.fr/IREDU/?lang=fr>

### [Principal Scientific Partners of IREDU](#)

- ▶ CEREQ (Research Center for Training, Employment, and Qualifications)
- ▶ CNESCO (National Counsel for the Evaluation of the Educational system)
- ▶ GRET (Group for Research in Education and Work)
- ▶ Autonomous University of Barcelona
- ▶ Institute of Academic Administration of the University of Mons
- ▶ ROA of the University of Maastricht
- ▶ WZB of the University of Berlin
- ▶ SKOPE of Oxford University
- ▶ Doshisha University in Kyoto

### [Examples of research projects lead by IREDU in 2018](#)

- ▶ **[Project SSENS financed by DEPP \(Ministry of Education\), 2016-2018](#)**

The project SSENS (for Statut Social ENSeignant), proposed by 4 IREDU researchers, was selected by the National Minister of Education, following a call for projects by DEPP in 2015 regarding the social

status and representation of the teaching profession. The Project proposes to look at the relationship between how teaching in elementary school is represented and the actual conditions that their work imposes on them. Using quantitative and qualitative studies, nationally and locally, the project takes into account the social and academic trajectories of teachers while comparing them to other professions that are also susceptible to experiencing professional downgrading

Project supervisor: G. Farges, Lecturer in Science of Education, IREDU

► **Project “Use of digital technology and reductions in the social inequalities of success,” 2016-2018**

In 2016 and 2017, the city of Chenôve made the decision to install new equipment in its schools so that students would be able to use digital tools to improve their academic performance, tools which are now considered indispensable. In order to evaluate whether or not students benefited from the use of digital technology, the city sought the scientific contributions of an interdisciplinary team of researchers under the supervision of Sophie Morlaix (IREDU).

This study is structured around three axes with the goal of analyzing: the acquisitions and learning processes of the students exposed to this new technology, the uses and social practices relevant to TICs, the effects of these new technologies in terms of the efficacy of the learning process (average level of acquisitions attained) but also in terms of equity (dispersal within the levels according to certain categories of students). The project is interested in measuring the impact of the use of digital tools on learning as well as teaching practices and to understand how these tools can contribute to the reduction of social and academic inequalities within the framework of PRE (Program for Educational Success), which was put into place by the city of Chenôve.

Scientific Project supervisor: S. Morlaix (Full Professor in Education, IREDU)

This research benefited from financial contributions from the city of Chenôve and worked in partnership with several research centers within MSH (House of Human Sciences).

► **Project on the evaluative practices of Teachers, 2016-2018**

The national Council for the Evaluation of the Educational System (Cnesco) asked IREDU to contribute to its work program on teachers' practices by observing the evaluative practices of teachers. In 2017, as the qualitative component of this study, elementary and middle school teachers were observed in their classrooms over a long period using video recordings of class sessions. The data for this study includes over 140 hours of post-observation interviews of the teachers, the questionnaire responses of those teachers, as well as a great number of class documents given by the teachers related to their evaluative practice. This research was conducted in accordance with a collaborative approach thanks to the formation of a group composed of professionals from *Éducation Nationale*. The data analysis seeks to compile a list of the different evaluative situations that were encountered and, for each class/ teacher, to set up a profile of their evaluative situations.

Project supervisor: S. Genelot, Lecturer in Science of Education, IREDU

This project funded with the support of CNESCO and benefited from a financial contribution from ESPE in 2017.

► **Project ANR NEETs (Neither in employment, education or training), projet Open Research Area for the social sciences, 2016-2019**

This ANR project involves 4 research laboratories financed by their respective research agencies in the ORA framework: ROA of the University of Maastricht, WZB of the University of Berlin, SKOPE of Oxford University and IREDU from the University of Burgundy. The research attempts to understand the diversity of the NEETs situations using an analysis of the factors that explain how an individual enters into a period of NEET and the effect of being NEET of the trajectories of young people. The project compares research conducted in five countries (France, Germany, Japan, the Netherlands, and the United Kingdom) which reflect different situations according to the number and characteristics of the NEETs in each country. The project takes into account the institutional and political contexts tied to the educational system, training, and the labor market for young people in each country, notably to address, in a comparative framework, the efficacy of programs targeted at reducing the number of school dropouts.

French project supervisor: J.-F. Giret (Full Professor in Education, IREDU)

Financed by ANR

► **Project “Soft skills and academic orientation/track/pathways in middle schools in Priority Education Zones”**

This project is aimed at better understanding the role of social inequalities in the process of choosing academic pathways for students, notably when they come from schools in priority education zones. Using a study of 8 middle schools in the 3rd academy of Dijon, the goal is to identify how the students' academic ambitions form and how they differ from the actual pathway of the students in these establishments. Numerous studies have underlined the importance of social inequalities in the process of pathway placement for students at similar academic levels. Among the different factors that can influence academic placement, the originality of this project resides in the study of the role of soft skills, in the extension of recent research lead by IREDU. The study allows for the examination of the link between these skills and the academic projects of the students, as well at the effective decisions regarding these pathways, which can depend, notably, on the teachers and the policies of the establishment.

Project Supervisors: J.-F. Giret (Full Professor in Education, IREDU), S. Morlaix (Full Professor in Education, IREDU)